

Helen Zumaeta

7<sup>th</sup> grade Spanish

Syllabus 2013-14

Class Wiki: <http://trecsmshw.wikispaces.com>

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### Course Description, Goals & Objectives

This course focuses on the Six Domains of Performance of the American Council of Foreign Languages.

- Comprehensibility (How well is the student understood?)
- Comprehension (How well does the student understand?)
- Language Control (How accurate is the student's language?)
- Vocabulary Usage (How extensive and applicable is the student's language?)
- Communication Strategies (How do they maintain communication?)
- Cultural Awareness (How is their cultural understanding reflected in their communication?)

As we explore the language with cultural authentic materials (art, food, fashion, architecture, news, etc) we will use three modes of communication for daily assessments:

- **Interpersonal Mode** is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- **Interpretive Mode** focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- **Presentational Mode** refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

As a Language Other Than English (LOTE), we are able to further support ELA, by monitoring while discussing current events, or curriculum relevant topics that can be intra/interdisciplinary. (**Listening, Speaking, Reading, Writing**)

## Assessment options:

<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Drawings</li> <li>• Demonstrations</li> <li>• Video/audiotapes</li> <li>• Oral presentations</li> <li>• Writing tasks</li> <li>• Debates</li> <li>• Interpretive mode activities</li> <li>• Interpersonal mode activities</li> <li>• Presentational mode activities</li> </ul> <p><b>Media/Technology</b></p> <p>Advertisements, news reports, slide shows</p> <p>CD-ROM, newspapers, TV shows, clip art, magazines, Commercials, movies, screen-plays, videos, computer programs, multimedia presentations, scripts</p>	<p><b>Written examinations</b></p> <ul style="list-style-type: none"> <li>• New York State Second Language Proficiency Examination</li> <li>• End-of-unit tests</li> <li>• Quizzes</li> <li>• Presentational Mode Activities</li> <li>• Interpretative mode activities</li> </ul> <p><b>Speaking/Listening</b></p> <p>audio/videotapes, debates, oral reports, choral readings, discussions, speeches, presentations, story boards, narratives, scenarios</p> <p><b>Critical thinking Skills</b></p> <p>Analogies, crossword puzzles, graphic organizers, categorizing/classifying, decision making, graphs, self-discovery, cause/effect, homework research, compare/contrast, problem-solving, maps, puzzles, goal setting, reflection</p>	<p><b>Aural/oral comprehension</b></p> <ul style="list-style-type: none"> <li>• Individual interviews</li> <li>• Small group activities</li> <li>• Paired activities</li> <li>• Interpersonal mode activities</li> </ul> <p><b>Teacher observations</b></p> <ul style="list-style-type: none"> <li>• Student involvement</li> <li>• Student cooperation</li> <li>• Interpretative mode activities</li> <li>• Presentational mode activities</li> </ul> <p><b>Visual and Performing Arts</b></p> <p>artwork: dances, music, compositions, shows</p> <ul style="list-style-type: none"> <li>• painting, displays, drawings, flags, musical plays, record/CD/book covers, role plays, greeting cards, skits</li> </ul> <p>cartoons, illustrations, choral readings, photo, essays, photography, plays, masks, collages, mobiles, posters, comic strips</p>
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## Class Rules and Expectations:

1. **Respect the class.** Always try to communicate in Spanish, in a respectful matter. Remember you are a leader and need to view the array of ethnicities with a critical eye.
2. **Respect your classroom.** Please, no food, gum, candy or drinks in the classroom. Food attracts bugs; drinks spill and make floors/desks sticky; gum ruins books and desks.
3. **Respect your classmates.** Be polite, always respect your peers. Listen to others during conversations, raise your hands in class discussions, and do not talk over others or during films.
4. **Respect your teacher.** Leave all electronics at home or in your locker. If you have an issue with me please speak to me privately. If we cannot solve the issue together, please contact the School Support Staff or have your parent/guardian contact me.
5. **Respect yourself.** Come prepared for class every day. Be punctual (on time). Find out about missed assignments from you classmates, teacher if you miss class.

## Text, Books, Readings, Materials

**Textbook:**     ¿Cómo te va? A (*Conrad J. Smith*)  
                       ¿Cómo te va? A Workbook (*Conrad J. Smith*)

**Websites:**     [www.wordreference.com](http://www.wordreference.com)  
                       [www.glencoe.com](http://www.glencoe.com)

### **Grading/Evaluation**

Assessment	Percent of Grade	Grading Scale (%)	
Classwork	25%	94-100	A
Homework	15%	90-93	A-
Exams and Quizzes	20%	87-89	B+
Participation	25%	84-86	B
Projects and Presentations	15%	80-83	B-
	100%	77-79	C+
		74-76	C
		70-73	C-
		67-69	D+
		64-66	D
		60-63	D-
		0 - 59	F

### **Class Policies: Grades and Student Expectations**

**Late Work:** All students are expected to do hand-in all work on time. Classwork and Homework are checked every time the class meets. If the student does not have the work when the teacher asks for it, it is considered late. Leaving work at home, another classroom or in a locker is not an excuse; the work is still considered late. If a student has been absent, they have one extra class day to complete the missed work, after that it will not receive credit. If there are any questions or concerns, please communicate with the teacher.

**Extra-Credit:** There will never be any extra-credit assignments given. All students are expected to do all work in order to pass the class. Extra-Credit opportunities might be available in some exams and/or quizzes.

**Group-Work:** Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the teacher with a suggested grade for every other member of the group, and the teacher will assign a grade that is informed by those suggestions. Once formed, groups cannot be altered or switched, except for reasons of extended illness.

**Attendance Policy:** Students are cannot be absent more than 10% of the total days the class meets. Absences affect the comprehension of the content taught. Students are expected to complete all work missed during absence; this includes any classwork and

homework. All lessons and homework assignments can be found on the site:  
[www.trcsmslw.wikispaces.com](http://www.trcsmslw.wikispaces.com) under the teacher HELEN and the name of the class.

**Professionalism Policy:**

- Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their class grade. If the behavior is continuous, the students' parent/guardian will be contacted as well as Student Support.
- Students who are caught copying and/or giving others their work will be given a ZERO for the assignment. If it becomes an on-going occurrence parents and Student Support will be contacted.
- Students who are caught cheating on an exam/quiz will automatically be given a grade of ZERO and a letter about their academic dishonesty will be put on their permanent record.

**Class Topics and Assignments**

**September, October & November**

Geografia: La geografía de los países hispano-hablantes  
(*The geography of Spanish-Speaking countries*)

- *Topics:*
  - North America, Central America & Spanish Caribbean
  - South America, Europe & Africa
- *Culture:*
  - The history of the Spanish Conquest
- *Functions:*
  - Telling the geographical positions of the Spanish-Speaking Countries and Capitals in North America, Central America & Spanish Caribbean
  - Telling the geographical positions of the Spanish-Speaking Countries and Capitals in South America, Europe & Africa.

Unidad 3: En casa y en clase. (*At Home and at School*)

Students will:

- Talk about activities done at home.
- Talk about going to school.
- Talk about some school activities
- Count from 100 to 100
- Describe where they go or are
- Discuss differences between schools in the United States and schools in Spanish-speaking countries

Students will use:

- The Present tense of -AR verbs
- The Present tense of IR (*to go*), DAR (*to give*) and ESTAR (*to be*)
- The AL (*to the*) contractions

Cultural Reading:

- Un muchacho español (*A Spaniard Boy*)
- Escuelas con nombres de heroes (*School with Hero Names*)
- La computadora (*The Computer*)

## **December, January & February**

### Unidad 4: De compras (*Shopping*)

#### Students will:

- Identify some school clothes and school supplies.
- Count from 100 to 2,000,000
- Identify and describe articles of clothing
- State color and size preferences
- Tell what they are doing and what they have to do
- Express amazement
- Tell what belongs to them or to others
- Talk about clothing preferences in Spanish-speaking countries

#### Students will use:

- The use of IR A (*to go to*) and TENER QUE (*to have to*) + the infinitive
- The contractions DEL (of the/from the)

#### Cultural Reading:

- La ropa que llevan los jóvenes (*The Clothes that Young People Wear*)
- La ropa indígena (*Indigenous Clothing*)
- Las finanzas (*The Finances*)

## **March & April**

### Unidad 5: En el café y en el mercado (*In the Café and in the Market*)

#### Students will:

- Order food or a beverage at a cafe
- Identify foods and discuss meals.
- Shop for food
- Talk about what they and others do
- Talk about foods of the Spanish-speaking world
- Compare eating habits in Spain, in Latin America and the United States

#### Students will use:

- The present tense of regular –ER and –IR verbs

#### Cultural Readings:

- Comida mexicana y española (*Mexican and Spaniard Food*)
- Mercados y supermercados en el mundo hispano (*Markets and Supermarkets in the Hispanic World*)

## **May & June**

### Unidad 6: Deportes (*Sports*)

#### Students will:

- Talk about sports
- Talk about what they begin to, want to and prefer to do
- Talk about people's activities
- Express what interests, bores, or pleases you
- Discuss the role of sports in the Spanish-speaking world

#### Students will use:

- The present tense of the stem-changing verbs
- Verbs such as INTERESAR (*to be interested in*), ABURRIR (*to bore*), GUSTAR (*to like*)

#### Cultural Readings:

- Los deportes en el mundo hispano (*Sports in the Hispanic World*)
- La Copa mundial (*The World Cup*)
- La anatomia (*Anatomy*)

#### **PLEASE NOTE:**

The class topics on this syllabus may not all be covered. The teacher may extend a particular unit to clarify topic and structures to the students and will not continue until the class has mastered the content. This may result in not covering all of the content originally intended.